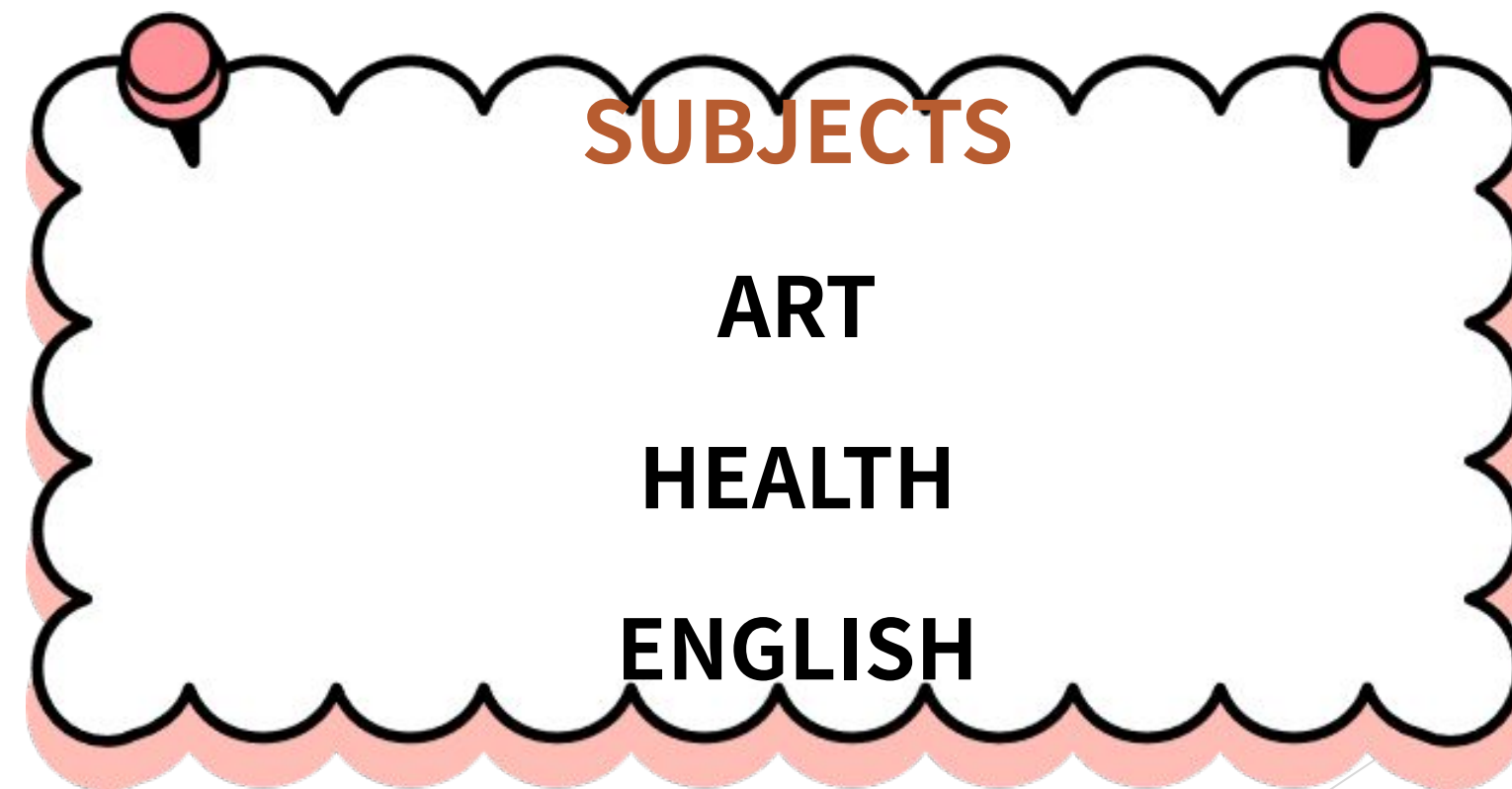


情緒覺察與藝術治療 —— 以梵谷繪畫為例

Emotional Awareness and Art Therapy:

A Case Study of Vincent van Gogh's Paintings



學科目標 Academic Objectives:

1. Based on everyday experiences, become aware of one's own emotional responses, and be able to empathize with and perceive the emotional reactions of others.
2. Understand and analyze the connection between Van Gogh's paintings and emotion; connect personal emotional experiences with artistic expression, and reflect on expressing personal feelings through visual art.
3. Design AI art prompts in English that incorporate emotions to generate images using AI.
 - 1.由生活中的經驗，能覺察自己的情緒反應，並能同理與覺察他人的情緒反應。
 - 2.能理解、分析梵谷的繪畫與情緒連結能連結情緒經驗與藝術表現，並反思如何透過視覺藝術抒發個人情感。
 - 3.能以英文設計結合情緒的AI畫作提示語，使用AI生成圖像。

Lesson Unit

L7 Decoding Masterpieces - Yu Da Publishing, Volume 2

L5 A Healthy Mind, A Healthy Life - Youth Lion Publishing

課本單元:

Lesson7 破解名畫(美術 育達下冊)

Lesson²⁶5 健康心生活(健康與護理 幼獅)

語言目標 Language Objectives:

1. Students will be able to **Identify and understand English vocabulary related to emotions** through discussion and visual prompts. (能辨識並理解與情緒有關的英文詞彙)
2. **Describe their own emotions** and the emotions expressed in artworks using appropriate adjectives and sentence structures. (能運用合適的形容詞與句型描述自己的情緒及畫作中呈現的情緒)
3. **Use sentence frames** to explain their emotional responses to Van Gogh's paintings or AI generated portraits. (能運用句型說明自己對畫作或AI自畫像的情緒反應)
4. **Ask and answer questions about emotions** in group discussions using supportive phrases. (能在小組討論中提問與回應情緒話題，並使用適切的應對語句)

教案脈絡與 TETE 理論基礎

核心不在於老師英文多好，而在於如何創造可理解的輸入 (Comprehensible Input)

整體脈絡：

本教案結合美術、健護與英文。學生從覺察自身情緒出發，分析梵谷畫作中的「視覺語彙」（如筆觸、色彩），最終運用 AI 工具產出英文指令 (Prompt) 生成自畫像。

設計目標：

不只是學單字，而是讓學生在真實情境（藝術與心理健康）中運用英語進行表達。

TETE

**減少 (Reduce)、替代 (Replace)、重複 (Repeat)
的 3R 原則**

Let's talk about a movie, *Inside Out 2*. Who is 'in charge' of your emotion today?

多模態視覺鷹架 (Multimodal Scaffolding)

示範操作：
將畫作與情緒直接連結。

例如，展示梵谷的《星夜》(The Starry Night) 時，在簡報旁放上《腦筋急轉彎》中的「焦焦」(Anxiety) 或「憂憂」(Sadness)

展示《向日葵》(Sunflowers) 時，放上「樂樂」(Joy)。

透過圖片對比，學生不需依賴中文翻譯，直接了解畫作欲傳達的 Deep Emotions

將梵谷畫作與電影角色進行連結：

《星夜》The Starry Night □ 連結到 Anxiety (焦焦) 或 Sadness (憂憂)，討論掙扎與平靜的衝突。

《向日葵》Sunflowers □ 連結到 Joy (樂樂)，討論生命力與感激。

Emotion
Slide

Inside Out, "Who is" IN
CHARGE" of your
headquarter today?"





Self-portrait with bandaged ear and pipe

Vincent van Gogh (1853–1890)

1889

oil on canvas



《Vase with Twelve Sunflowers》

Vincent Van Gogh

1888

91 x 72cm

Oil on Canvas

TETE

字彙教學 (Vocabulary Teaching)

指令示範：

"Let's learn some new words about emotions. Listen and then repeat after me."

(我們來學一些關於情緒的新單字。先聽，再跟著我唸。)

指令示範：

"Take a look at the words 'Joyful' and 'Delighted'. Do you see anything in common? Yes, they both mean 'Happy'."

(看一下 Joyful 和 Delighted 這兩個字。有發現它們的共通點嗎？沒錯，它們都代表快樂。)

TETE

帶領小組討論 (Leading Group Discussion)

指令示範：

"Work with your partner. You have three minutes to talk about these questions with your partner."

(和你的夥伴一起練習。你們有三分鐘的時間和夥伴討論這些問題。)

指令示範：

"Use complete sentences when you answer these questions. The time starts now."

(請用完整的句子回答問題。計時開始。)

鷹架設計 情緒小辭典 (Emotion Word Bank)

示範操作：

教師提供 CEFR B1 等級的情緒字彙表，並依據六大基本情緒分類（如 Joy, Sadness, Anger, Fear, Calm, Love）。

鷹架設計：

當學生想表達「快樂」時，教師引導他們從 Word Bank 中替換進階詞彙，例如將 "Happy" 替換為 "Joyful", "Delighted", "Cheerful", 或 "Proud"。

引導語：

"If you want to say 'Happy', you can also use the words in our Word Bank, like 'Joyful' or 'Cheerful'!"

鷹架設計 溝通句型框架 (Sentence Frames for Communication)

示範操作：

在引導式討論 (Guided Discussion) 時，教師在學習單上提供「句子開頭 (Sentence starters)」，降低學生口說門檻。

表達感受：

"This painting makes me feel _____.!" (這幅畫讓我感到...)

表達觀點與推論：

"In my opinion, the emotion is _____.!" / "The artist might have felt _____.!"

(依我看，這個情緒是... / 藝術家當時可能感到...)

申論理由與互動：

"I think so because _____.!" / "I agree/disagree with you because _____.!"

(我這麼認為是因為... / 我同意/不同意你的看法，因為...)

鷹架設計 任務產出 (Task-based Output Support)

示範操作：

在最終的 AI 繪圖任務中，提供提示詞 (Prompt) 的撰寫公式。

教師範例：

"Could you render this image in the style of [Artist], specifically conveying feelings of [Emotion 1] and [Emotion 2]? "

學生實作：

學生只需將學習到的藝術家 (Van Gogh) 與今日目標情緒字彙 (如 anxiety and unease) 填入框架中，即可順利生成 AI 畫作並完成全英發表。

Six Basic Emotions

Psychologist : Paul Ekman
Robert Plutchik

Happiness

快樂 / 正向

Sadness

悲傷 / 沮喪

Anger

憤怒 / 煩躁

Fear

害怕 / 緊張 / 不安

Surprise

驚訝

Love and
connection

愛與連結

Dislike
厭惡

×

Phrases for
Communication

×

"I feel..."

"This painting makes me feel..."

**"In my opinion, the emotion
is..."**

"The artist might have felt..."

"I think so because..." / "I

**"Can you explain why you feel
that way?"**

**"It reminds me of a time when
I..."**

**"We see different emotions
because..."**

**"I agree / disagree with you
because..."**

適合高中生使用詞彙CEFRB1等級 情緒字彙參照表

(Emotion vocabulary list)

✿ 1. Joy 快樂 / 正向 ✿

英文詞彙	中文解釋	例句
Joyful	充滿喜悅的	I felt joyful when I finished my painting.
delighted	感到欣喜的	She was delighted to see her artwork displayed.
cheerful	開朗的	He is always cheerful in class.
proud	驕傲的，自豪的	I' m proud of my project.
grateful	感激的	I feel grateful for my supportive friends.
hopeful	充滿希望的	The bright colors made me feel hopeful.
peaceful	平靜的，寧靜的	Looking at the painting gives me a peaceful feeling.

✿ 2. Sadness 悲傷 / 沮喪 ✿

英文詞彙

sad

lonely

hopeless

heartbroken

down

disappointed

discouraged

gloomy

中文解釋

傷心的

孤單的

無望的

心碎的

情緒低落的

失望的

沮喪的，氣餒的

憂鬱的，陰鬱的

例句

She looked sad after the group activity.

I felt lonely during the break.

Sometimes I feel hopeless about the future.

He was heartbroken after the loss.

I' m feeling a bit down today.

I was disappointed with my test score.

He felt discouraged after failing twice.

The dark colors give the painting a gloomy mood.

3. Anger 憤怒 / 煩躁

英文詞彙 中文解釋

例句

angry 生氣的

He was angry about the unfair treatment.

upset 難過又生氣的

I felt upset after the argument.

annoyed 惱怒的

I was annoyed by the loud noise.

frustrated 挫折的

I felt frustrated when the paint didn't work.

irritated 被惹惱的

She was irritated by the delay.

furious 狂怒的

He became furious when he lost control.

resentful 憤恨的

I was resentful of the unfair rules.

✿ 4. Fear 害怕 / 緊張 / 不安 ✿

英文詞彙 中文解釋 例句

scared 害怕的 I was scared before my first speech.

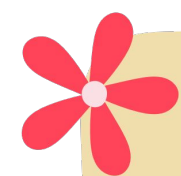
nervous 緊張的 I get nervous during exams.

worried 擔心的 I'm worried about my friend's health.

uneasy 不自在的 He looked uneasy in the new class.

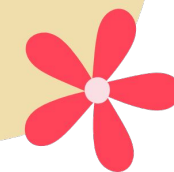
anxious 焦慮的 She felt anxious about the results.

• 沒有安全感的不安 (fearful) I feel fearful about the future.



5. Calm / Neutral

平靜 / 放鬆 / 中性情緒



英文詞彙 中文解釋 例句

calm 冷靜的 I try to stay calm when I' m under stress.

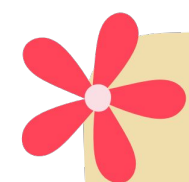
relaxed 放鬆的 Drawing helps me feel relaxed.

focused 專注的 I was focused while painting.

balanced 穩定的 Art makes me feel balanced.

neutral 中性的 I feel neutral about that topic.

thoughtful 沉思的 The painting made me feel thoughtful.



6. Love / Connection

愛與連結感



英文詞彙

中文解釋

例句

loving

有愛的，溫暖的

Her voice was calm and loving.

caring

關心人的

He's always caring toward others.

connected

有連結感的

I feel connected to the people in my class.

affectionate

表達愛意的

Her smile was affectionate and warm.

compassionate 有同理心的

I want to be more compassionate.

Brief Rating Scale

Brief Rating Scale 簡式健康量表(心情溫度計)

Please answer the following questions based on how you have felt during the past week (including today). Indicate how much each of the following problems has bothered you by selecting one option that best represents your experience.

A. Difficulty sleeping, such as trouble falling asleep, waking up during the night, or waking up too early...

☐ Not at all (0pt) ☐ Mild (1pts) ☐ Moderate (2pts) ☐ Severe (3pts) ☐ Very severe (4pts)

2. Feeling exhausted or unable to relax...

☐ Not at all ☐ Mild ☐ Moderate ☐ Severe ☐ Very severe



4. Feeling anxious or emotionally low...

☐ Not at all ☐ Mild ☐ Moderate ☐ Severe ☐ Very severe

5. Lack of interest or motivation in people or things...

☐ Not at all ☐ Mild ☐ Moderate ☐ Severe ☐ Very severe

6. Feeling pessimistic about the future...

☐ Not at all ☐ Mild ☐ Moderate ☐ Severe ☐ Very severe

Score Interpretation

0–5 points: Within the normal range.

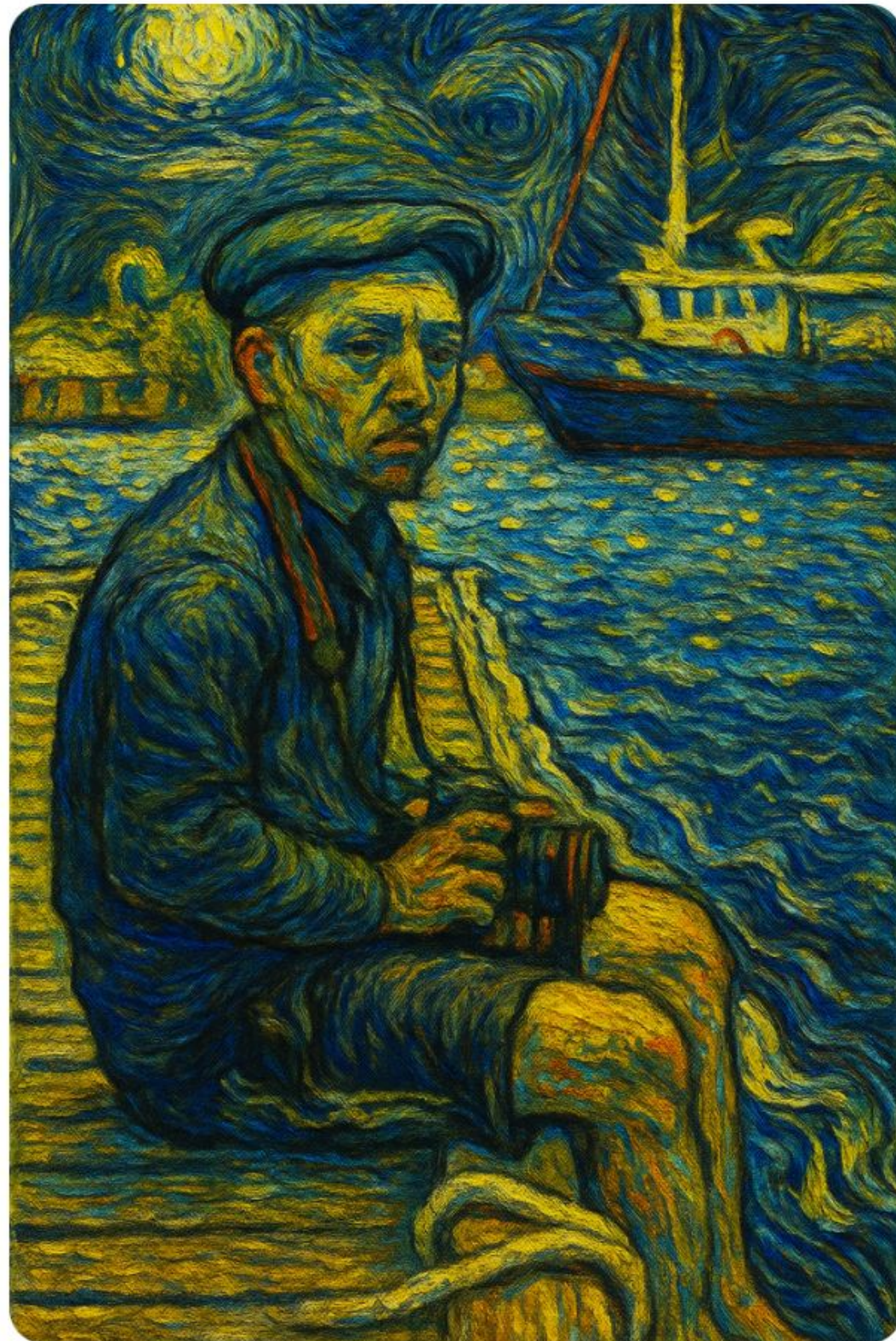
6–9 points: Mild emotional distress.

10–14 points: Moderate emotional distress.

15 points and above. Seek medical advice.

KEYWORDS ABOUT
YOUR EMOTION NOW

Movements	Impressionism 印象	neo- impressionism 新印象	Post impressionism 後印象
Concept IDEA	Focus on the lights and fleeting moments.	colored-dots scientific evident	focus on deep emotions
Main painters	Claude Monet	Georges Pierre Seurat	Vincent Van Gogh
paintings 	 Impression Sunrise 印象 日出	  <i>A Sunday Afternoon on the Island of La Grande Jatte</i>	 <i>The Starry Night</i>



"Could you render this image in the style of Van Gogh? The 'Self-Portrait with Bandaged Ear,' specifically conveying feelings of anxiety and unease."



說完課的想法：

語言修飾 (Language Modification)：

在說課中，教師視情形刻意放慢語速，並重複關鍵指令，以符合學生的當下語言程度需求。

多模態輸入 (Multimodality)：

結合電影畫面、名畫視覺、顏色對照表與文字支架。
讓程度較弱的學生能透過視覺理解，程度較好的學生則能運用文字精進。

錯誤容忍與潤飾 (Recasting)：

當學生說 "I feel bad," 教師不需糾正他，而是像協助正在學說話的幼兒一樣提供回饋

"Oh, you feel discouraged? Why?"

透過重述 (Recast) 在互動過程中自然擴充學生的詞彙量。

FAQ

1. EMI 實際操作

- 學生英文程度不足時，如何確保理解？

多模態輸入：結合圖片、實物、肢體語言（如手勢）及多媒體影音。

簡化語言：減少複雜子句，將難詞替換為 2000 個基本單字。

- 是否適度使用中文？如何拿捏比例？

彈性調整：並無絕對比例，應依校、地、生滾動式調整。

關鍵時機：在講解複雜文法或小組討論時，可通融使用母語輔助理解。

- 若學生回應較少，如何引導其參與？

等待與鼓勵：給予 5-10 秒的緩衝時間供學生處理語言。

2. 語言鷹架 (Scaffolding)

- 提供句型後，學生是否能實際產出？如何驗證？

檢查教師指令：教師可以"換句話說"驗證學生是否理解任務。

形成性評量：觀察小組討論中的口語產出，利用紙本／數位學習單進行即時調整。

- 如何依學生程度進行調整（差異化）？

任務分層：程度弱者提供填充式句型（Sentence Frames）；

程度強者鼓勵使用連接詞解釋原因，或是說出自己想法。

資源分配：提供針對不同程度的 Word Bank 或視覺提示。

- 如何從句型依賴過渡到自主表達？

責任漸進釋放原則，由老師示範 → 全班互動 → 小組協作 → 個人獨立短講。

3. 課堂互動與評量

- 如何同時評量語言表達與內容理解？

Rubrics：教師共備設計包含學科內容（如：是否正確辨識梵谷筆觸）
與語言表達（如：是否運用正確情緒形容詞）的評分規準。

任務導向評量：

透過學生產出的 AI 自畫像，專業科目老師能一眼看出學生是否理解了視覺元素（內容），
語言學科老師從學生編寫的 Prompt 驗證其表達能力（語言）。

- 如何兼顧學科學習與語言學習？

整合性任務：將語言視為工具，而非目標。

例如：“健康心生活”量表的情緒覺察（學科），是透過使用英文詞彙來達成（語言）。

4. 教案可行性與延伸

- 活動是否可應用於不同程度或情境？

差異化鷹架：高成就者：鼓勵撰寫完整的敘事段落，描述情緒背後的故事。

低成就者：可提供 " 填空式學習單 " 或 " 選擇題 "，並輔以大量圖片提示。

情境遷移：" 覺察→分析→表達 " 模式可應用於其他藝術家（如：莫內）

或文學作品(The Birthmark by Nathaniel Hawthorne)的賞析。

- 若課堂時間有限，會如何調整？

減法教學概念：簡化文法規則講解，將重點放在" 情緒詞彙" 與" 圖像連結" 的互動上。

非同步延伸：將" AI 自畫像錄音分享" 轉為課後作業，

利用 Padlet 或Seesaw 上傳，節省課堂口頭發表時間。

分階段執行：將三節課縮減為精華版，僅保留" 名畫解析" 與" 簡易情緒標籤" 活動。



THE END